

## Conway Middle

1104 Elm Street  
Conway, SC 29526

**Grades** 6-8 Middle School

**Enrollment** 546 Students

**Principal** Mary Clark 843-488-6040

**Superintendent** Dr. Bobby Nalley, Acting Superintendent 843-488-6700

**Board Chair** Will Garland 843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	13	27	2

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Below Average	No

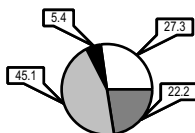
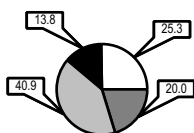
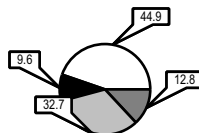
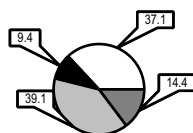
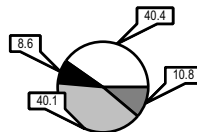
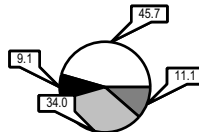
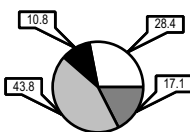
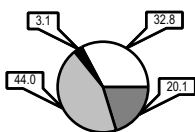
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	97.6
<b>English 1</b>	N/A	95.4
<b>Biology 1/Applied Biology 2</b>	N/A	44.5
<b>Physical Science</b>	N/A	62.6
<b>All Subjects</b>	100.0	95.8

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	539	95.9	26.4	44.9	23.1	5.6	36.8	Yes	Yes
<b>Gender</b>									
Male	284	95.8	30.8	46.4	18.8	4.0	29.2	N/A	N/A
Female	255	96.1	21.6	43.3	27.7	7.4	45.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	326	97.5	20.6	41.9	30.6	7.0	46.8	Yes	Yes
African American	201	93.5	36.1	50.9	10.1	3.0	18.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	90.9	40.0	30.0	20.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	445	99.8	18.8	49.0	25.8	6.3	41.5	N/A	N/A
Disabled	94	77.7	73.1	19.4	6.0	1.5	7.5	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	95.9	26.4	44.9	23.1	5.6	36.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	534	95.9	25.8	45.2	23.3	5.7	37.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	344	93.6	31.8	50.7	14.4	3.1	24.0	Yes	Yes
Full-pay meals	195	100.0	18.0	36.0	36.5	9.5	56.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	539	95.9	23.5	41.4	20.8	14.3	47.4	Yes	Yes
<b>Gender</b>									
Male	284	95.8	26.8	37.6	21.6	14.0	48.0	N/A	N/A
Female	255	96.1	19.9	45.5	19.9	14.7	46.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	326	97.5	15.9	38.9	25.9	19.3	57.1	Yes	Yes
African American	201	93.5	37.9	44.4	11.8	5.9	31.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	90.9	10.0	60.0	20.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	445	99.8	17.4	43.2	23.4	15.9	52.7	N/A	N/A
Disabled	94	77.7	61.2	29.9	4.5	4.5	14.9	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	95.9	23.5	41.4	20.8	14.3	47.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	534	95.9	23.3	41.2	21.0	14.5	47.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	344	93.6	30.5	45.9	14.7	8.9	35.3	Yes	Yes
Full-pay meals	195	100.0	12.7	34.4	30.2	22.8	66.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	539	99.3	44.7	32.9	12.8	9.6	22.4
<b>Gender</b>							
Male	284	99.6	43.8	31.2	13.8	11.2	25.0
Female	255	98.8	45.6	34.7	11.7	7.9	19.7
<b>Racial/Ethnic Group</b>							
White	326	99.4	33.0	35.9	17.3	13.7	31.0
African American	201	99.5	64.8	27.5	5.5	2.2	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	90.9	40.0	30.0	10.0	20.0	30.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	445	99.1	36.9	36.9	15.0	11.2	26.2
Disabled	94	100.0	81.6	13.8	2.3	2.3	4.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	99.3	44.7	32.9	12.8	9.6	22.4
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	534	99.3	44.5	32.8	13.0	9.7	22.7
<b>Socio-Economic Status</b>							
Subsidized meals	344	99.1	57.6	28.9	8.4	5.1	13.5
Full-pay meals	195	99.5	23.4	39.4	20.2	17.0	37.2

<b>Social Studies</b>							
All Students	539	99.3	36.9	39.3	14.4	9.4	23.8
<b>Gender</b>							
Male	284	99.6	35.0	38.8	15.4	10.8	26.2
Female	255	98.8	38.9	39.7	13.4	7.9	21.3
<b>Racial/Ethnic Group</b>							
White	326	99.4	29.4	39.5	19.0	12.1	31.0
African American	201	99.5	49.5	39.6	7.1	3.8	11.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	90.9	40.0	20.0	10.0	30.0	40.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	445	99.1	28.9	43.4	16.7	10.9	27.7
Disabled	94	100.0	74.7	19.5	3.4	2.3	5.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	99.3	36.9	39.3	14.4	9.4	23.8
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	534	99.3	36.8	39.3	14.4	9.5	23.9
<b>Socio-Economic Status</b>							
Subsidized meals	344	99.1	49.8	35.0	9.3	5.8	15.1
Full-pay meals	195	99.5	15.4	46.3	22.9	15.4	38.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	155	100.0	38.5	36.4	14.7	10.5	25.2
	7	191	100.0	30.9	41.0	24.2	3.9	28.1
	8	194	100.0	28.7	42.5	24.3	4.4	28.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	95.1	31.9	41.7	20.2	6.1	26.4
	7	161	96.9	20.1	50.0	25.0	4.9	29.9
	8	196	95.9	26.4	43.7	24.1	5.7	29.9
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	155	100.0	22.4	42.7	18.9	16.1	35.0
	7	191	100.0	30.9	33.1	20.2	15.7	36.0
	8	194	100.0	29.8	42.5	19.3	8.3	27.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	95.1	23.9	38.0	22.7	15.3	38.0
	7	161	96.9	17.4	40.3	21.5	20.8	42.4
	8	196	95.9	28.2	45.4	18.4	8.0	26.4
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	155	100.0	46.9	32.9	9.8	10.5	20.3
	7	191	100.0	37.6	32.0	15.2	15.2	30.3
	8	194	100.0	40.3	36.5	13.3	9.9	23.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	98.9	49.4	29.4	11.8	9.4	21.2
	7	161	99.4	41.2	32.4	16.9	9.5	26.4
	8	196	99.5	43.1	36.5	10.5	9.9	20.4
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	155	100.0	40.6	38.5	14.0	7.0	21.0
	7	191	99.5	44.1	35.6	11.3	9.0	20.3
	8	194	100.0	33.1	47.0	12.7	7.2	19.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	98.9	31.2	38.8	16.5	13.5	30.0
	7	161	99.4	42.6	36.5	10.8	10.1	20.9
	8	196	99.5	37.6	42.0	15.5	5.0	20.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 546)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	56.8%	Up from 49.9%	15.0%	16.7%
Retention rate	2.8%	Down from 2.9%	2.3%	2.5%
Attendance rate	96.5%	Up from 96.1%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Down from 5.0%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 4.6%	0.2%	1.0%
Eligible for gifted and talented	28.8%	Up from 26.4%	16.0%	15.6%
On academic plans	52.0%	N/AV	45.6%	39.9%
On academic probation	0.6%	N/AV	0.6%	0.7%
With disabilities other than speech	14.0%	Down from 17.3%	13.4%	12.4%
Older than usual for grade	4.2%	Up from 3.3%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.0%	Up from 5.3%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	43.2%	Down from 45.9%	48.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.6%	N/A	7.1%	9.1%
Teachers with emergency or provisional certificates	2.9%	Down from 5.9%	5.2%	5.6%
Teachers returning from previous year	88.3%	Up from 87.2%	83.4%	84.6%
Teacher attendance rate	94.4%	Up from 93.3%	95.0%	94.8%
Average teacher salary	\$45,021	Up 3.3%	\$41,281	\$42,267
Prof. development days/teacher	15.8 days	Up from 11.7 days	12.6 days	11.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.6 to 1	20.4 to 1	21.1 to 1
Prime instructional time	89.4%	Up from 87.9%	89.1%	89.0%
Dollars spent per pupil*	\$7,490	Down 1.6%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	56.6%	Down from 58.0%	61.0%	59.8%
Percent of expenditures for instruction*	62.4%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.6%	Up from 91.4%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Conway Middle School achieved a number of successes during the 2005-2006 school year. A few of the many accomplishments follow. Seven students were recognized as South Carolina Junior Scholars. One student was recognized as a Duke Tip Scholar. One student was the recipient of The Sun News Partners in Education Leadership Award. A sixth-grade student submitted the winning entry in an annual contest to design the City of Conway's Christmas Card Contest. An eighth grade student took second place in the 2005-2006 Math Counts Competition. One CMS student was chosen by the SC Governor's School for the Arts and Humanities to participate in the DISCOVERY program this summer for voice. One student was also named a Duke University Talent Identification Program Scholar, enabling him to attend the Master Scholars Adventure Series Program.

Although Conway Middle School had a number of successes, we still face challenges. We must continue to strive to increase levels of student achievement, especially with our at-risk populations. To aid in our efforts, we continued our homework center three days a week, our after-school tutoring program one day a week, and our research center, which opened this year, three mornings a week before school. We also added a Parent Information Series to inform parents of the challenges we face and to discuss steps for improvement in weak areas, an Intervention Program to council with African-American males who are in danger of failing or being expelled from school for behavior reasons, and a PAWS program (Pursuing Academics with Success) designed to give 30 minutes of remediation one day a week in ELA and math. We also established a Private Dining Program where students are required to do forgotten homework during lunch. We no longer accept zeros for homework at CMS.

Conway Middle School continues to enjoy the support of an active PTO and School Improvement Council, which are both committed to moving our school farther along the road to excellence. Teachers, administrators, parents, and community members will continue to work together to ensure the best learning environment possible for our students.

Howard T. Lee, Principal, 2005-06

Carolyn Chestnut, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	174	88
Percent satisfied with learning environment	64.9%	76.3%	73.3%
Percent satisfied with social and physical environment	61.1%	73.3%	79.3%
Percent satisfied with school-home relations	55.6%	89.5%	82.6%

\*Only students at the highest middle school grade level at this school and their parents were included.